

New London Community School District

Special Education Delivery Plan

2008-09

New London Community School District created the Special Education Delivery Plan using the following deadlines and organizational plan.

- January 2009 – Organization of process to develop the plan and recruitment of committee members, both required and volunteer
- February 2009 – School Board agenda item to approve process and committee members
- February through March 2009 – Committee members to develop the plan
- April 4, 2009 – Submit plan to Dr. Mary Ellen Becker, AEA Director of Special Education, for approval
- May 2009 – Post plan for 30 days for public approval
- June 2009 – School Board agenda item to approve the plan with majority vote

Question	Answer
1. What process was used to develop the delivery system for eligible individuals?	<p>The Special Education Delivery Plan was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The New London School Board approved a committee of individuals who developed the plan. This committee included parents of eligible individuals, special education teachers and general education teachers, administrators, and at least one, representative from Great Prairie Area Education Agency.</p> <p>The committee members and roles are identified below: (Names not required)</p> <ul style="list-style-type: none"> ➤ Superintendent of Schools ➤ AEA Special Education Consultant ➤ Secondary Principal ➤ Elementary Principal ➤ (1) Secondary special education instructor ➤ (1) Elementary special education instructor

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Question	Answer
	<ul style="list-style-type: none"> ➤ (1) Secondary regular education instructor ➤ (1) Elementary regular education instructor ➤ (2) Parents
<p>2. How will service be organized and provided to eligible individuals?</p>	<p>The description below outlines the continuum of special education services offered in New London Community School District educational setting for students age 3 through 21.</p> <p>Early Childhood Special Education (more than 50% of the children are eligible individuals): The early childhood special education program, as well as the consultation and support in the regular early childhood program, must be provided by an ECSE teacher who holds a valid practitioner’s license and holds an endorsement that includes ECSE (100 and 223). The ECSE teacher is responsible for monitoring the child’s progress on IEP goals.</p> <p>The district will provide access to a continuum of ECSE services for all eligible individuals based upon their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.</p> <p>ECSE and regular EC programs providing instructional services to children on an IEP must implement Preschool Program Standards as defined by the Iowa Department of Education. When integrating children with an ECSE IEP the program must meet Iowa Quality Preschool Program Standards at a minimum. Head Start Program Performance Standards and National Association of Education of Young Children Accreditation Standards may also be used. ECSE and regular EC programs receiving ECSE IEP students must meet the class size and teacher-child ratios of the Iowa Quality PreSchool Program Standards.</p>

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	<p>The EC Program receiving children with an EC IEP for integration must hold an endorsement for ECE (100, 103, or 106).</p> <ol style="list-style-type: none"> 1. General Education/Regular Early Childhood Program with consultation: The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with the general education teacher and monitoring the student’s progress according to the IEP. 2. General Education/Regular Early Childhood Program with consultation/accommodations: The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student’s progress on IEP goals. 3. General Education/Regular Early Childhood Program with direct special education support in the general education classroom- The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teaching. Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. For example, teachers co-plan, divide the class, and

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	<p>provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.</p> <p>4. General Education/Regular Early Childhood Program with direct special education support outside the general education classroom- The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.</p> <p>5. Special Class/Early Childhood Special Education Program- Special Class services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self contained setting. This means the student is receiving his or her primary instruction separate from non-disabled peers.</p> <p>6. Intensive Support/Early Childhood Special Education Program: The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is more than 24 hours per week. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not</p>

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	limited to special schools, home instruction, and instruction in hospitals and institutions).
3. How will caseloads of special education teachers be determined and regularly monitored?	See attachment
4. What procedures will a special education teacher use to resolve caseload concerns?	<p style="text-align: center;">New London procedures: Resolving Concerns About Caseload</p> <p>Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or special education coordinator. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:</p> <ul style="list-style-type: none"> • When a specified caseload is exceeded. If a caseload is exceeded by 10% of the number of student recommended for a period of 4 weeks, then a review may be requested in writing. • When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload. <p>REQUESTING A CASELOAD REVIEW</p> <ul style="list-style-type: none"> • All requests must be in writing • Requests should initially be given to an individual's principal/supervisor • A committee will be appointed annually to serve as a review team in

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	<p>collaboration with the building principal/supervisor</p> <ul style="list-style-type: none"> • The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to: <ul style="list-style-type: none"> ○ IEPs ○ Schedule and instructional groupings ○ I-plans ○ Collaborative/co-teaching assignments ○ Number of buildings <p>PROCEDURAL STEPS</p> <ol style="list-style-type: none"> 1. Informal problem solving strategies in relation to caseload concerns have been exhausted. 2. A written request for caseload review is submitted to your principal/supervisor. 3. The request is reviewed for clarification with your principal/supervisor. The principal/supervisor tries to resolve the concern at this point. 4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee. This committee will consist of the building principal, an AEA representative, 1 additional special education teacher and the concerned special education teacher. 5. Within 5 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor. 6. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual. 7. Within 5 working days, the principal will meet with the individual and provide a written determination. 8. If the person requesting the review does not agree with the determination,

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	<p>they may appeal to the AEA Director of Special Education. 9. The AEA Director/designee will meet with personnel involved and will provide a written decision.</p>
<p>5. How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?</p>	<p>The New London Community School District will examine their SPP/APR data to determine priorities and develop an action plan. The district will work in collaboration with the state and the local AEA. If the New London Community School District meets SPP/APR requirements, the Special Education Delivery Plan will be considered effective. If the district does not meet the data requirements, the process described in question 5 above will be used.</p>